

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lake County Office of Education	Bill Roderick – Senior Director, Student Services	broderick@lakecoe.org (707) 262-4124

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements, please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

The stakeholder engagement process began March 24, 2021, ending with the May 2021 Site Council meetings for school sites. Four stakeholder engagement meetings took place during these two months. These included virtual meetings, one-on-one phone calls to parents and students, and facilitated virtual opportunities for all Lake County Office of Education (LCOE) school staff to provide input. Hance School input was solicited from Lake County Juvenile Probation, Healthy Start, WRAP support personnel, and county behavioral health case managers. The translation was offered through Healthy Start as needed to accommodate all non-English-speaking parents. All stakeholder engagement participants were provided the option of participating in a Zoom meeting or joining the group by phone. In addition, a paper copy of this plan will be sent out to anyone who requests to provide input in writing or over the phone. Certificated and classified staff were consulted about the projected needs of the students as we begin to exit the Pandemic.

The Lake County Board of Education was presented this plan, and as an action item, unanimously approved this plan on May 12, 2021 in its 2:00 PM open session meeting.

A description of how students will be identified and the needs of students will be assessed.

LCOE Schools will use transcripts, cumulative files, ELPAC scores, local math and English assessments to help evaluate the student status's needs and plan curriculum accordingly.

Hance Community School will use all of the above and the Acellus platform as most students traditionally arrive at Hance below grade level academically. In addition, the students will be assessed using the San Diego Quick Assessment for Reading and Math. The San Diego Quick and Acellus programs will help us quickly and accurately identify learning deficiencies. Accurately and rapidly assessing student academic levels is vital for Hance school due to the short-term nature of student enrollment in the Hance program. Students generally are enrolled at Hance for the remainder of a semester plus the next semester at the most.

With that being said, our focus will be to prevent further learning loss and apply intervention strategies through the Acellus platform. One of the goals of Hance school staff is that when students return to their home districts, they will be more academically prepared than when they arrived, as well as be on track or close to on track for graduation. The course of study and intervention strategies will be developed based on each student's most current academic needs combined with the educational needs presented from their transcript review. Depending on individual student levels, their academic schedule could include intervention, current year academic course load, and credit recovery. With an online platform, reading skills and reading development are essential to student success. Students reading below grade level will be assigned reading support, and this will also be a focus during the weekly face-to-face student/teacher meetings that will occur. Suppose a student at Hance school has extremely low academic levels. In that case, more than one face-to-face meeting will be scheduled to support the student and help that student progress towards academic success and grade-level outcomes.

Student progress will be measured in various ways at Clearlake Creativity School (CCS), and this information will be used to inform and guide instruction. Trimester benchmarks are given both as a formative and summative assessment at CCS. Progress on IEP goals is monitored and recorded. Student behavior goals and data are analyzed daily. This data determines the following steps, interventions, supports, and accommodations. Should the data show measurable learning loss for any CCS student, an IEP will be called, and compensatory education will be discussed and assigned as a decision of the IEP team. These "makeup" sessions can be conducted in-person or via distance learning at what is considered the end of the school day at 2:30 PM. If that does not address the learning loss, then extended school year (ESY) services will be offered for the first part of summer. Learning loss in ELA and writing, for students with IEPs, will be addressed in the immediate and the out years if need be. The IEP process and detailed assessment and evaluations of present levels will be essential in developing both short-term and long-term plans. IEP's focus on reading/ELA skills.

Progress towards Reclassified Fluent English Proficient (RFEP) status will be monitored for EL students with instruction differentiated depending on their current ELPAC level. Students will receive daily integrated and designated education that is designed specifically to meet their needs. Students will have support during their school day as they practice English language skills in reading, writing, speaking, and listening. The English Language Development (ELD) standards will be intertwined with the common core standards throughout the day.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Parents and guardians of Hance and CCS will be encouraged to take advantage of additional services offered by the school. These services will be publicized with the beginning of the year materials and handouts, in handouts distributed and specifically discussed at back-to-school nights, and emailed and mailed to parents before the start of school. Additional services will be identified as needed through the student assessment and the development process for each student's Individual Education Plan (IEP) or Individual Learning Plan (ILP). In addition, all support services will be individually explained and encouraged at all stakeholder meetings at both schools throughout the school year. All additional support programs and opportunities will also be posted on the LCOE website.

A description of the LEA's plan to provide supplemental instruction and support.

The main portion of the Expanded Opportunities Plan involves adding specific staff to Hance School and the Clearlake Creativity School teams. The first position will be a .6 FTE school psychologist that will serve both Hance School and Clearlake Creativity School. Both programs, Hance and CCS, serve the most at-risk youth in our communities as regional programs. CCS is a regional program that serves students with a primary diagnosis of Emotionally Disturbed. Hance Community School serves students in grades 7-12 from all Lake County Districts that have been expelled. In addition, a .49 FTE Instructional Aide will be added to Hance School, and a 1.0 FTE Clinical Services Supervisor will be backfilled for 20/21 and funded for 21/22.

Although 83% of students at CCS were served in-person during the 20-21 school year, the school days were shortened to a minimum of 240 minutes a day. With that being said, the stress of the Pandemic has already shown learning loss among students and social-emotional backsliding on the outlined behavior goals. CCS will add a school psychologist two days a week to better support the student population's social, emotional needs and support the teaching and classified staff in better serving the students. This person will evaluate behavior intervention plans to ensure that goals and strategies are applicable to the students as CCS shifts back to a full-day program. The school psychologist's addition to the staff will help develop and mitigate learning loss through assessment and the assignment of compensatory educational services and perform staff development and training as different student needs present. The Clinical Services Supervisor will oversee the delivery of all clinical therapy provided to the students enrolled at CCS; they will also be the primary service provider of therapeutic services. This individual will also outline and coordinate the work of the Rehabilitation Specialists in each classroom to ensure their activities match the goals in each students IEP.

Hance school will add a school psychologist one day a week. At Hance, students have been expelled or are placed for many reasons. Much of this is due to impulsivity and poor decision-making. The school psychologist will perform social-emotional counseling and small group counseling related to anger management and personal choice. To address learning loss and help students meet both the academic and SEL goals of their ILP, a .49 instructional aide will also be added to Hance School as an academic intervention for all enrolled students to work on credit recovery as well as the behavior goals of their ILP.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	[\$ 0.00]	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	[\$ 0.00]	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning. A. COVID 19 Mitigation expenses and indirect costs	B. 15,868	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	[\$ 0.00]	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility. A. .49 Instructional Aide at Hance School + indirect costs.	A. \$28,552	[Actual expenditures will be provided when available]
Additional academic services for students A. .40 School Psychologist for CCS + indirect costs. B. .20 School Psychologist for Hance + indirect costs. C. 1.0 FTE Clinical Services Supervisor for CCS 20/21 + indirect costs. D. 1.0 FTE Clinical Services Supervisor for CCS 21/22 + indirect costs.	A. \$66,584 B. \$33,292 C. \$81,085 D. \$145,500	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	[\$ 0.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$370,881	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

ESSR 1 and ESSR 2 funds have been expended in a manner that addressed the safety concerns of our student's families and employees, distance learning, remote capabilities of the agency, and the ongoing testing of staff and students.

The initial round of funding, ESSR 1, was used to purchase PPE, thermometers, air cleaner/HEPA filters, partitions, and barriers for all school and office sites. Any funds remaining were used in conjunction with ESSR 2 funds to expand the capabilities of distance learning for the staff and the efficiency and effectiveness of the remote office capabilities for LCOE. These included improved computers, headsets, outdated SMART boards with Promethean Boards, replacement of antiquated cameras, or added video conferencing capabilities with NEAT Systems. In addition, ESSR 2 funds were used to purchase testing supplies for rapid testing and PCR testing at all sites. In addition, funds have been allocated to pay for the personnel needed to conduct the ongoing testing at all locations.

ELO funds will be a combination of ongoing prevention and preparedness and increased staffing for student support; academic achievement/progress and social-emotional well-being will focus on these resource allocations.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- "Supplemental instruction" means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- "Support" means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students' needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- "Students at risk of abuse, neglect, or exploitation" means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
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